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ABSTRACT

Developed to provide supplementary instructional strategies for reading teachers at the kindergarten level, this booklet presents the instructional module for identifying rhyming words, a component of the Comprehensive Reading Program of the Chicago Public Schools. The activities in this booklet are presented in four developmental stages--the foundation stage; the development and expansion stage; the practice and refinement stage; and the application and mastery stage. A brief introduction is given for each stage, in addition to needed materials, suggested teaching strategies, and possible learning activities. (MM)

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ED298476

Kindergarten

IDENTIFIES RHYMING WORDS

AN INSTRUCTIONAL MODULE FOR A LEARNING OUTCOME OF THE COMPREHENSIVE READING PROGRAM

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CHICAGO PUBLIC SCHOOLS
Manford Byrd, Jr.
General Superintendent of Schools

IDENTIFIES RHYMING WORDS

AN INSTRUCTIONAL MODULE FOR A LEARNING OUTCOME OF THE COMPREHENSIVE READING PROGRAM

Kindergarten

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BOARD OF EDUCATION
CITY OF CHICAGO

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PREFACE

The Comprehensive Reading Program of the Chicago Public Schools is designed to provide a complete reading program for students in kindergarten through grade 8. The goal of the program is to enable students to achieve competencies which will make them motivated, independent readers capable of critical and reflective thinking.

Each student in the program is expected to achieve a set of learning outcomes appropriate for the student's instructional level covering word attack, comprehension, literature, and study skills. Additionally, the outcomes spiral developmentally across the grade levels and the curriculum.

This publication, Identifies Rhyming Words: An Instructional Module for a Learning Outcome of the Comprehensive Reading Program, has been prepared as supplementary material in response to teachers' requests for additional instructional strategies and in response to students' needs as indicated by criterion-referenced-test data. The use of this module in the teaching/learning situation is optional.

These materials may be adapted or reproduced for use in the classroom.

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LEARNING OUTCOME: IDENTIFIES RHYMING WORDS

Overview

Playing with rhyming words and rhyming poetry is a well-recognized prereading instructional technique employed to further develop auditory discrimination: the ability to recognize similarities and differences in speech sounds. If young children are to learn to identify words through the application of phonics skills, they will benefit from activities involving rhyming poetry and rhyming words. This seemingly playful language approach incorporates many complex, comprehensive language arts skills, including the development of auditory memory, the ability to communicate effectively in a variety of ways, the development of articulation, the use of standard speech patterns, and the ability to anticipate and to respond to cues with appropriate actions. Reading research indicates that the ability to distinguish between words that sound somewhat alike is so important that proficiency in this skill in kindergarten and first grade is a moderately good predictor of the reading comprehension that will be achieved by third grade. Conversely, deficiency in this skill may prove a severe handicap in learning to read.

This module has been developed to provide supplementary instructional techniques for identifying rhyming words. The recommended activities involving listening, speaking, writing, and prereading encourage a highly integrated, mutually supportive, interrelated comprehensive language arts program. The activities are presented developmentally, beginning with and capitalizing on the auditory awareness and language structure with which children come to school. Familiar nursery rhymes are repeated and expanded to evoke a conscious awareness of sounds. Games and riddles add to the contagiously happy language environment as well as aid in developing the use of context clues to find word meaning.

Refinement of the rhyming concept is brought about by many experiences in a variety of contexts. Mastery of this concept is achieved by application and transfer of knowledge of the rhyming generalization to paper and pencil tasks. Extension of this skill will lead naturally into teaching word families (phonograms).

Through completion of the activities presented in this module, the student should:

- Recognize, identify, and distinguish among rhyming words in nursery rhymes, rhyming poetry, games, and riddles
- Demonstrate knowledge through dictation, recitation, and dramatization of rhyming words and patterns
- Recognize traditional childhood nursery rhymes and rhyming poetry

FOUNDATION STAGE

Nursery rhymes are usually the first rhymes heard in childhood and are a natural device for developing listening and speaking prereading skills. These rhymes should be heard and spoken in kindergarten to provide an enjoyable link between the home and school and to serve as a stepping stone to beginning reading vocabulary development and comprehension.

Beginning with the most familiar nursery rhymes, the teacher can informally guide the students to auditory mastery of rhyming words through innumerable repetitions of these rhymes, other rhyming poetry, and songs.

Materials

Rhythm sticks

Teaching Strategies/Learning Activities

- Read a familiar nursery rhyme, such as "Little Boy Blue." Tell the students that they will hear a poem they might know about a little boy who falls asleep when he should be working.

  Little Boy Blue, come blow your horn!
  The sheep's in the meadow, the cow's in the corn.
  Where is the little boy who looks after the sheep?
  He's under the haystack, fast asleep!

- Reread the poem and direct a small group of students to beat the rhythm with rhythm sticks while the other students clap the rhythm.

- Repeat the poem and encourage the students to orally join in.

- Repeat the poem and encourage the students to supply the missing rhyming words: horn-corn, sheep-asleep. Then have all the students repeat the rhyming couplets.

- Repeat the poem and encourage the students to think of other words that end like corn-horn. Write these on the chalkboard. Accept nonsense words if they are rhyming words.

- Have the students recite the given nursery rhyme.

- Elicit a response from the students that the rhyming words sound somewhat alike. Explain that when words end with the same sounds, we call them rhyming words, or we say that they rhyme. Lines in poems and music often end with rhyming words.

  Use other nursery rhymes similar to the following:

  "To Market, To Market"
  "Pease Porridge Hot, Pease Porridge Cold"
  "One, Two, Buckle My Shoe"
  "Hey, Diddle Diddle"
  "Little Miss Muffet"
  "Wee Willie Winkie"
  "Hickory, Dickory, Dock"

  Use other rhyming poetry similar to the following:

  "The Duel" by Eugene Field
  "Jump, Jump, Jump" by Kate Greenaway
  "The Swing" by Robert Louis Stevenson
  "My Zipper Suit" by Marie Louise Allen
  "The ABC Bunny" by Wanda Gag
  "The Animal Store" by Rachel Field
  "Shop Windows" by Rose Flyeman

DEVELOPMENT AND EXPANSION STAGE

After the students have had innumerable aural and oral experiences with rhyming poetry, they can expand from the familiar to new rhyming games and riddles. The games will refine the students' auditory discrimination by determining what is and what is not a rhyming pattern. The riddles will facilitate the development of word meaning through the use of context clues.

Creative writing and art experiences should be natural outgrowths of the listening and speaking exercises. Recent research indicates that teachers can help kindergarteners learn to put their thoughts on paper and compose messages meaningful to themselves and others. Students move through necessary developmental stages in the creative writing process. Meaning and intention are incorporated into their "scribble." As the students continue to write and receive written messages, they gradually internalize the conventions of adult writing.

Materials

Unruled writing paper
Pencils
Crayons
Art paper

Teaching Strategies/Learning Activities

- Instruct the students to listen carefully as the following words are spoken: Jill, Bill, hill. Ask if anyone can hear something that is the same about these three words. Lead the students to discover the sound similarity at the end of the words. Ask the students to listen again as the words Jill, Bill, hill are repeated. Stress the ending sounds. Inform the students that when words end with the same sounds, they are called rhyming words. Ask if anyone can think of other words that rhyme with Jill, Bill, hill. Record the responses vertically so that the students can see the similarities.

- Introduce a game called "Thumbs Up." Tell the students to listen carefully to three words. If the three words rhyme, they should hold their thumbs up. Example: can-man-fan. If the three words do not rhyme, they should keep their thumbs down. Example: big-top-horn.

  After the students practice and understand the directions, use words similar to the following:

  shell-bell-fell (thumbs up)
  hat-cat-rat (thumbs up)
  small-fan-hop
  brown-crown-clown (thumbs up)
  night-after-in

- Tell the students to listen carefully to the three rhyming words: hat-cat-rat. Use review words with which the students are familiar. Repeat the words hat-cat-rat. Tell the students that you will give them a clue about another word that rhymes with hat-cat-rat. Ask the students to use the clues and answer the riddles.

  You hit a baseball with a (bat).
  If you eat too much, you could get (fat).
  Little Miss Muffet (sat) on a tuffet.

  Continue with similar riddles for other rhyming words.

- Provide prereading writing opportunities for the students to apply and extend their knowledge of letter-sound correspondences. Extend the rhyme-riddle activities and have the students write, dictate, or illustrate their own rhyme-riddle books. Have them share or dramatize their product. Do not expect the students to use standard spellings and handwriting--most will probably use "invented" spellings.

PRACTICE AND REFINEMENT STAGE

Daily practice should be provided in hearing, reciting, singing, and moving to rhyming poetry and music. Games and riddles provide balance to the structured rhyming activities. Each encounter with rhyme should lead to advancing auditory word recognition and to bringing ideas to mind. Innumerable experiences with rhymes should bring about familiarity and comfort with "playing with words." Once the students understand the rhyming generalization, they can apply this knowledge to other words that have the same pattern.

Materials

Teacher-made rhyming games (similar to those presented in this section)

Teaching Strategies/Learning Activities

. Tell the students to listen carefully as three words are spoken: mop-pop-dig. Tell the students that only two of these words rhyme. Repeat the words mop-pop-dig. Ask if anyone can name the two rhyming words. Elicit a response that mop and pop rhyme. Tell the students that they will hear more sets of three words and that they should decide which two words rhyme. Use sets of words similar to the following:

head-said-jar	fish-dish-day
took-book-fox	fast-lock-sock
hen-two-men	crown-play-clown

. The following "If I Had" rhyming game may be used and expanded. Read each riddle to the students and leave out the rhyming word at the end of each couplet. Ask the students to supply the missing rhyming word.

If I had a cat,
It could sleep on my _____.

If I had a mouse,
It could live in my _____.

If I had a dog,
It could climb on a _____.

Explain to the students that they can change the verse by adding new sets of rhyming words.

The game may be changed to a rhyme-color game, "If I Color."

If I color a bed,
I could make it ____.

If I color a clown,
I could make it ____.

If I color a shoe,
I could make it ____.

The game may also be changed to a rhyme-name game.

I know a boy named Bill.
He walked up a high, high ____.

I know a girl named Jane.
She took a trip on a ____.

I know a boy named Sam.
He ate potatoes and ____.

The game may be changed to a riddle-rhyme game, "I Know a Word."

I know a word that rhymes with cook.
It has many stories. It's a ____.

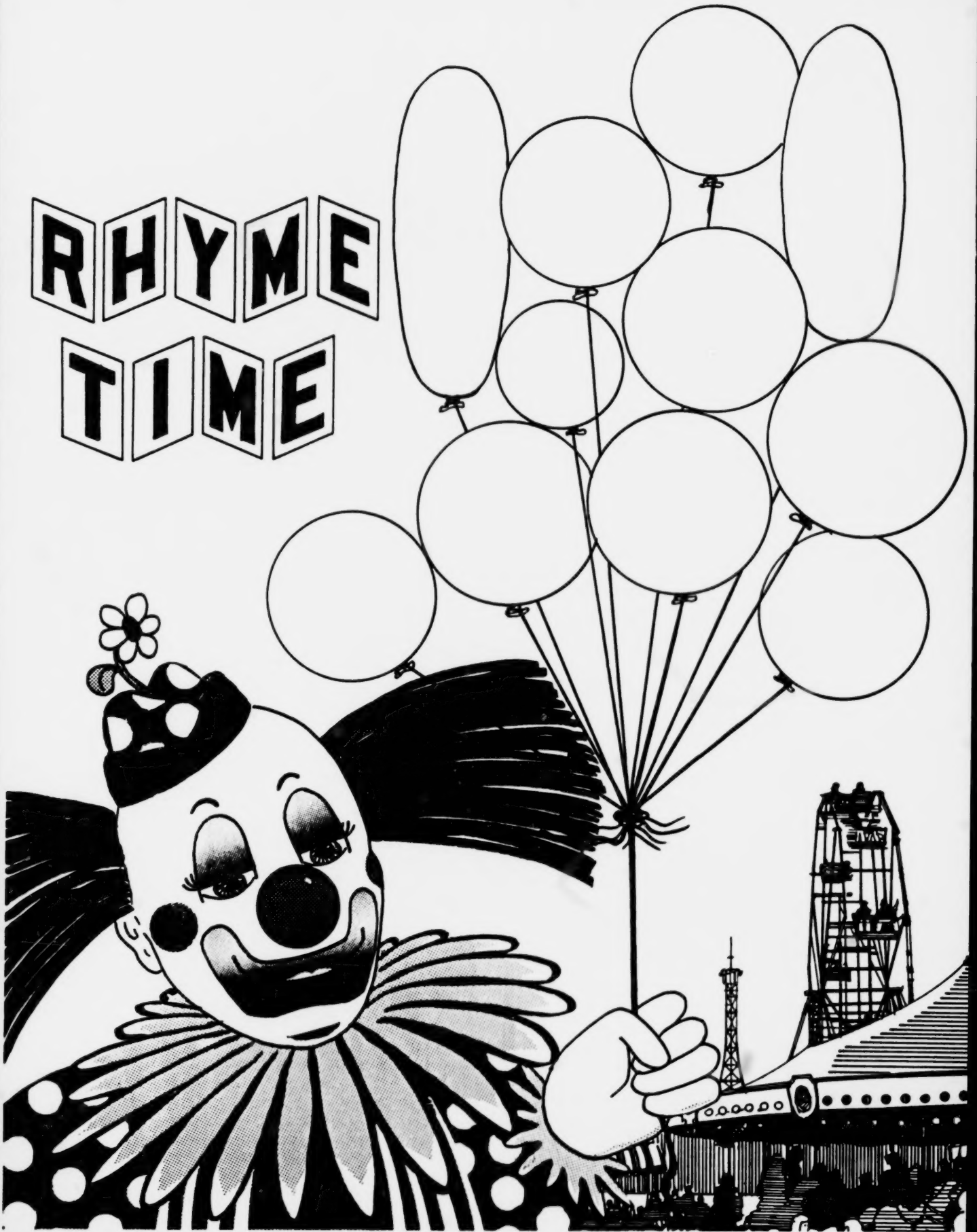
I know a word that rhymes with sock.
It helps tell time. It's a ____.

I know a word that rhymes with man.
It is used for cooking. It's a ____.

. Prepare a bulletin board display of a large clown holding many balloons (see page 10). Name it "Rhyme Time." Make brightly colored paper balloons. Write one word which can be easily rhymed on a balloon. Hold up a balloon and say the word on it. Ask the students to supply a word that rhymes with the key word. Write the correct response under the key word and allow the students to pin each rhyming balloon on a string in the clown's hand. All students should have a turn and a balloon. If a student has difficulty supplying a rhyming word, ask for suggestions from the group.

. Develop an experience chart titled "Our Bulletin Board." Discuss the steps taken in preparing the bulletin board. Ask the students to dictate the sentences for the experience story. In dictating their stories, the students may use words just discussed to which they are beginning to attach meaning as a result of listening and speaking.

RHYME TIME



APPLICATION AND MASTERY STAGE

After the student has had many experiences in hearing, speaking, singing, drawing, and creative writing with rhyming words, application of the rhyming patterns may be extended to a slightly more difficult level. Transfer of knowledge will be achieved through paper and pencil tasks.

Materials

Many pairs of rhyming picture cards

Teaching Strategies/Learning Activities

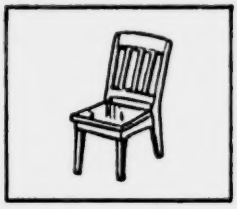
. Select two pairs of pictures with rhyming names. Display the pictures in random order. The picture word should be printed on the back of the picture card. Give the students one picture card and ask them to find the other picture card that rhymes with it. Then say the two rhyming words. The students may hold their rhyming pairs. Add new picture cards until all the students have had a turn. Display picture cards such as the following:

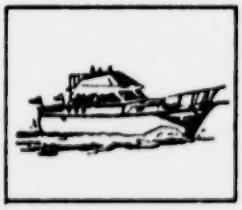
Other suggested picture cards: spoon/moon, cat/hat, dog/log, mouse/house, fan/man, tree/three, sail/nail, fire/tire, rose/nose.

Ascertain that each of the students has a pair of rhyming picture cards. Ask the students to repeat the rhyming words and think of new words that rhyme with their set of words. Then direct the students to look at the writing on the back of the picture cards. Ask if any students see anything that looks the same about their cards. Lead the students to see that many of the letters in the two words are the same.

- Ask the students to illustrate their pairs of rhyming words. Encourage them to label their pictures. They may use "invented spelling" or symbols, either of which is acceptable at this level of development. (They are demonstrating that they are aware that print is meaningful and that it communicates their ideas.)

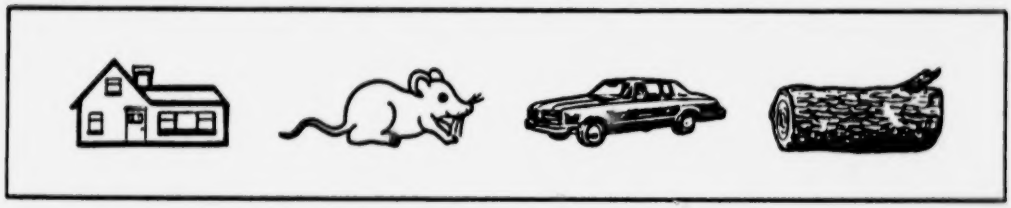
- Display four picture cards. Call on volunteers to name each object. Repeat the name of the object slowly and ask whether anyone hears a word that rhymes with the first picture word. Ask the students if chair and log rhyme. chair, bear? chair, boat? Elicit a response from the students that chair and bear rhyme. (Continue with other picture cards used in the earlier part of this lesson. Make sure that only two of the four pictures displayed rhyme. Give all the students a turn.)

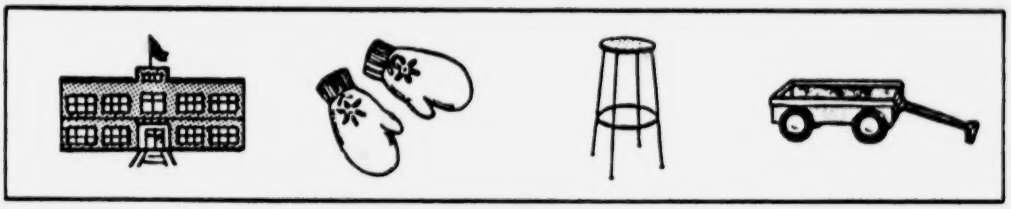


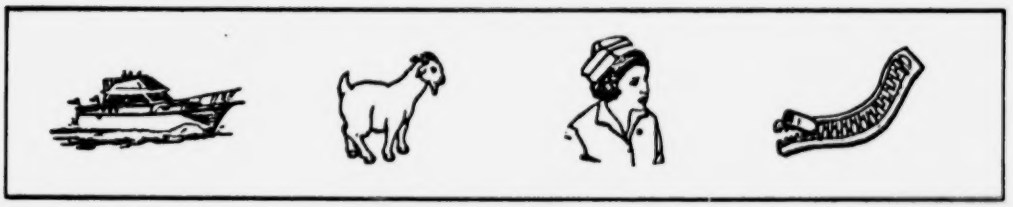


. Follow with the same type of activity, but have the students work with pencil and paper. Use an activity sheet similar to the following:

Tell the students to point to the first picture, the picture of the house. Then ask the students to find another picture that rhymes with house. Ask if house and mouse rhyme. house-car? house-log? Ask the students to draw a circle around the house and the mouse. Follow the same pattern for the other groups of pictures.



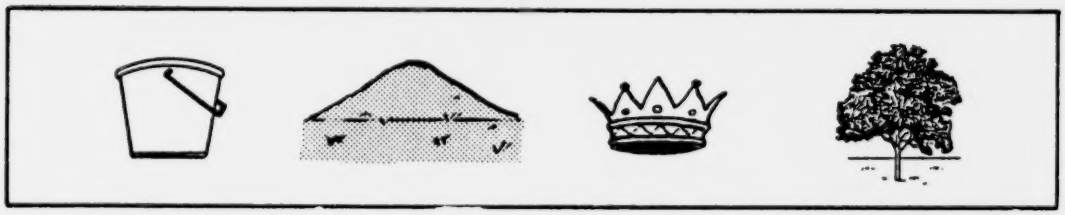




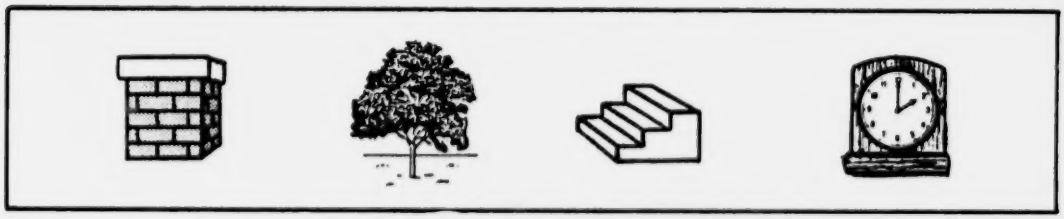
Use an activity sheet similar to the following to provide transfer of knowledge of rhyming words to a pencil and paper activity.

Read familiar lines from nursery rhymes and omit the rhyming words at the end of the line. Have each of the four pictures below identified. Ask the students to decide which picture completes the rhyme and draw a circle around it.

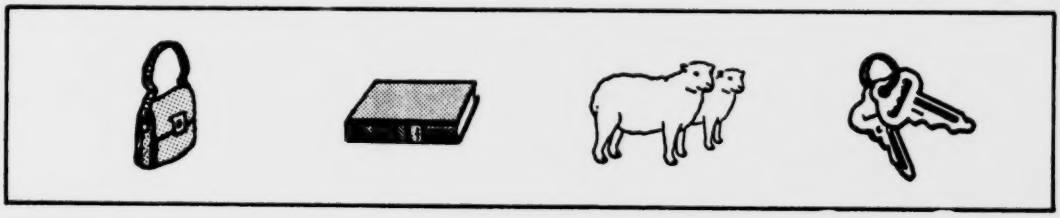
"Jack and Jill
Went up a _____."



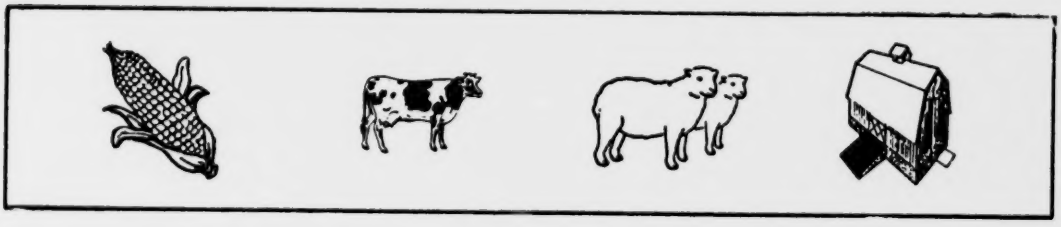
"Hickory, dickory, dock,
The mouse ran up the _____."



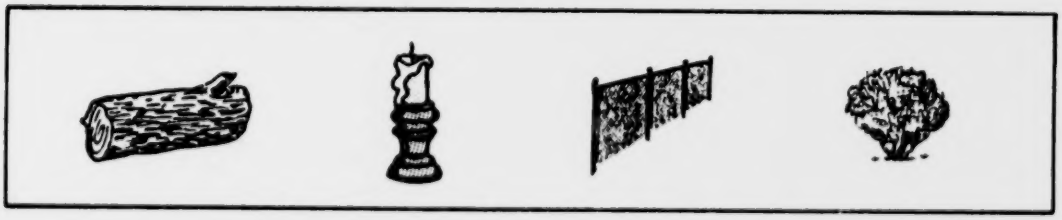
"Little Bo Peep
Lost her _____."



"Little Boy Blue, come blow your horn.
The sheep's in the meadow, the cow's in the _____."



"Jack be nimble, Jack be quick.
Jack, jump over the _____."



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Suggested Resources

Additional information for the teacher may be found in other Board of Education publications as well as in commercially published materials.